

who find themselves in that program simply because they have some reading difficulties.

So I do not take a back seat to anybody in relationship to what this committee has done during the last 2 years to try to improve education and job training in this country.

Mr. CLAY. Mr. Speaker, will the gentleman yield to me just for a short question?

Mr. GOODLING. I yield to the gentleman from Missouri.

Mr. CLAY. Mr. Speaker, how many of the 21 bills that the gentleman has cited have become law?

Mr. GOODLING. Mr. Speaker, we are going to have Higher Education, we are going to have Reading Excellence.

Mr. CLAY. Mr. Speaker, if the gentleman will yield, we are going to.

Mr. GOODLING. Mr. Speaker, we are going to have Prepaid College Tuition Plans. We are going to have Job Training Reform. We are going to have Emergency Student Loans. We are going to have Quality Head Start. We are going to have School Nutrition. We are going to have Charter Schools. We are going to have Drug Education Initiatives. We already have \$500 million more for Special Education. We have a Loan Forgiveness for New Teachers. We had to bail out the department in order to get the loan situation straightened out.

All of those are there in law by the time we finish at 1 or 2 o'clock this morning. It will be a magnificent effort on the part of the committee of which the gentleman from Missouri was a part.

Mr. CLAY. Mr. Speaker, I thank the gentleman for yielding to me.

Mr. MARTINEZ. Mr. Speaker, I rise in strong support of the conference report on H.R. 3874, the William F. Goodling Child Nutrition Reauthorization Amendments of 1998. This legislation shows what we can do when we put partisanship aside in the name of commitment to our Nation's children.

The Federal child nutrition programs provide access to the healthy meals that are essential to the success of our children today, and well into the future. The reauthorization measure before us this morning strengthens and improves the nutrition programs to meet the needs of children and their families as we move into the 21st century. For instance, this legislation will reimburse schools and other institutions for snacks that they provide to children under age 18 in after-school programs.

The majority of violence and other crimes committed against and by youth occurs after school—between the hours of 3 p.m. and 8 p.m. I believe that the support we provide for after-school programs in this legislation renews our commitment to the prevention of juvenile crime and the provisions of positive alternatives for youth.

It is important that we take other steps to shape the nutrition programs to address the situation of today's families.

As we have all heard time and time again, the most important meal of the day is breakfast. An alarming number of children do not eat breakfast, and thus begin their school day lacking the nutrients and energy to effectively

learn. This is not just a problem tied to poverty. In our society, more and more parents have to work, regardless of their economic status.

It is my opinion that one of the most important and cost-effective commitments we can make toward strengthening education in this country is by providing breakfast for every schoolchild. That is why I enthusiastically endorsed Congresswoman WOOLSEY's legislation to authorize universal school breakfast. Through her advocacy, we have been able to include in this legislation a pilot program, which would follow the implementation of universal school breakfast in six States and report on what I believe will be its strong success.

I would have preferred that this legislation authorize mandatory spending for this pilot, to ensure that dedicated, consistent funding is provided over the five years of the program and its accompanying study. I urge appropriations to commit themselves to funding this program for the length of this authorization, as some in the State already have pledged to do.

Mr. Speaker, H.R. 3874 renews our firm commitment to the health and success of our Nation's children, and I strongly support its passage.

Mr. GOODLING. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. BLUNT). The question is on the motion offered by the gentleman from Pennsylvania (Mr. GOODLING) that the House suspend the rules and agree to the conference report on the bill, H.R. 3874.

The question was taken.

Mr. GOODLING. Mr. Speaker, on that I demand the yeas and nays.

The SPEAKER pro tempore. Pursuant to clause 5 of rule I and the Chair's prior announcement, further proceedings on this motion will be postponed.

GENERAL LEAVE

Mr. GOODLING. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on H.R. 3874.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Pennsylvania?

There was no objection.

CONFERENCE REPORT ON H.R. 1853, CARL D. PERKINS VOCATIONAL-TECHNICAL EDUCATION ACT AMENDMENTS

Mr. GOODLING. Mr. Speaker, I call up the conference report on the bill (H.R. 1853), to amend the Carl D. Perkins Vocational and Applied Technology Education Act, and I ask unanimous consent for its immediate consideration; that all points of order be waived; and that the conference report be considered as read.

The Clerk read the title of the bill.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Pennsylvania (Mr. GOODLING)?

There was no objection.

The SPEAKER pro tempore. Pursuant to the unanimous consent request, the conference report is considered read.

(For conference report and statement, see prior proceedings of the House of today.)

The SPEAKER pro tempore. The gentleman from Pennsylvania (Mr. GOODLING) and the gentleman from Missouri (Mr. CLAY) each will control 30 minutes.

The Chair recognizes the gentleman from Pennsylvania (Mr. GOODLING).

Mr. GOODLING. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in strong support of the Conference Agreement on H.R. 1853, the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998.

I cannot think of a better gentleman to have this bill named. I do not want to put "for" at the end a sentence; I am an educator. But Carl was just a wonderful friend, a great chairman, and certainly a strong supporter of vocational education.

This agreement is based upon four overarching principles: Strengthening academics in this country's vocational-technical educational program; broadening opportunities for vocational education students, particularly in areas of high technology; sending more money to the classroom; and significantly increasing State and local flexibility for the design of innovative programs that are responsive to local needs.

This legislation will move our Nation's vocational-technical education programs into the 21st Century, and more importantly will assist the 75 percent of American youth who do not complete a 4-year college degree.

Our Nation's young people should receive a high quality education whether they are bound for college, the military, further training, or directly into the work force.

Today's vocational education students need a quality education, a strong academic foundation, and relevant skills in order to thrive in today's economy.

This legislation makes a number of important improvements to current law that authorizes vocational education programs.

First, the agreement will strengthen the academic component of vocational education. It asks States and local school districts to describe in their State and local applications how they plan to improve the academic and technical skills of students participating in vocational education.

It also asks States to tell us how vocational education students will be taught to the same challenging academic proficiencies as all other students. The legislation broadens opportunities for students participating in vocational education programs.

In 1950, 60 percent of all jobs in the Nation were unskilled. In 1990, this figure dropped to 35 percent. By the year

2000, it is projected to drop to 15 percent.

We need to make sure that vocational education students have opportunities to prepare for continued education and for high-skill high-wage jobs. For this reason, the agreement places an expanded emphasis on technology.

With the increased emphasis on academics and technology, vocational education students will be better prepared for expanded educational and employment opportunities.

Finally, the agreement not only sends more money to the local level than under current law, but it provides those at the local level with more flexibility in how to spend their money.

Local school districts and post-secondary institutions will be able to decide how to best meet the needs of their students. They will have the ability to create innovative programs to meet their individual local needs.

Under current law, only 75 percent of Federal vocational education dollars are required to go locally. This agreement requires that no less than 85 percent of the Federal education dollars go to local school districts or post-secondary programs.

If we are going to see true change occur in vocational-technical education, it is going to come from the local level, and that is where our money should be.

Mr. Speaker, I reserve the balance of my time.

Mr. CLAY. Mr. Speaker, I yield myself such time as I may consume.

(Mr. CLAY asked and was given permission to revise and extend his remarks.)

Mr. CLAY. Mr. Speaker, I am pleased to rise in support of the conference report. This report represents nearly 4 years of dedicated work by the Members on both sides of the aisle.

During this Congress, we have worked closely with the gentleman from Pennsylvania (Chairman GOODLING) and our colleagues in the Senate to craft legislation to improve the vocational education system. In addition to extending the authorization of this program for 5 years, the bill improves the structure of our vocational education system.

We continue, under this bill, to target funds on poverty, ensuring that the most needy of school districts receive the assistance.

I want to compliment the gentleman from Pennsylvania (Chairman GOODLING), my ranking subcommittee members, the gentleman from Michigan (Mr. KILDEE), the gentleman from California (Mr. MARTINEZ), the gentleman from California (Mr. MCKEON), the gentleman from Pennsylvania (Mr. PETERSON), and the gentleman from Texas (Mr. JOHNSON) for their work on this legislation.

This bill deserves the strong support of all Members of this body.

Mr. Speaker, I reserve the balance of my time.

Mr. GOODLING. Mr. Speaker, I yield myself 2 minutes.

Mr. Speaker, I want to thank Chairman JEFFORDS who led the Senate efforts on the legislation, and our House conferees the gentleman from California (Mr. RIGGS) who chairs the Subcommittee on Early Childhood, Youth, and Families, the gentleman from California (Mr. MCKEON), the gentleman from Pennsylvania (Mr. PETERSON), the gentleman from Texas (Mr. JOHNSON), the gentleman from Missouri (Mr. CLAY), the gentleman from Michigan (Mr. KILDEE), and the gentleman from California (Mr. MARTINEZ).

I would also like to thank staff who have worked very hard in helping us develop this legislation, including Krisann Pearce, Sally Lovejoy, Mary Clagett, Vic Klatt, June Harris, Alex Nock, and Marci Philips.

The conference agreement on H.R. 1853 is based on good public policy. The agreement expands opportunities for vocational education students, placing increased emphasis on academics, technology, and State and local innovation.

Mr. Speaker, I urge your support for this legislation.

Mr. MARTINEZ. Mr. Speaker, I rise in support of the conference report on H.R. 1853, the Carl Perkins Vocational and Applied Technology Amendments of 1998. The Perkins Act has helped millions of students attain the education and training needed to compete in today's workforce.

In particular, the act has provided access to vocational education to a variety of underserved populations—women, including single mothers and displaced homemakers; individuals with disabilities; and students facing barriers to educational achievement, such as limited English proficiency. The reauthorization legislation before us today, I believe, strengthens the Federal Vocational Education Program.

We merge the best of the House and Senate bills to provide for a system that holds vocational education to high academic standards and accountability. We also reaffirm our commitment to special populations, and ensure that not only are they provided access to vocational education, but that they also are included in the quest for high quality.

I am also pleased that disagreements on the formula have been resolved, striking a balance between providing support for local schools and leveraging resources in leadership activities. Just as importantly, this new formula retains the Federal commitment to target scarce education dollars to the neediest students.

Finally, I would like to express my strong support for the provisions in the legislation that preserve the tech-prep program.

Tech-prep provides comprehensive links between vocational education and training in secondary schools and postsecondary education institutions.

As such, the tech-prep program enhances the Federal commitment to provide vocational education students with the skills and education to pursue a successful future after high school—whether it involves obtaining additional training, pursuing a baccalaureate degree, or entering the workforce.

I thank Chairman GOODLING and Chairman JEFFORDS for their commitment to reaching bi-

partisan, bicameral agreement on vocational education reauthorization.

While these negotiations were lengthy, and often contentious, I believe the final product was worth the effort.

I urge my colleagues to join me in support of passage of this conference report.

Mr. GOODLING. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore. Without objection, the previous question is ordered on the conference report.

There was no objection.

The SPEAKER pro tempore. The question is on the conference report.

The conference report was agreed to.

A motion to reconsider was laid on the table.

CONFERENCE REPORT ON S. 2206, COATS HUMAN SERVICES REAUTHORIZATION ACT OF 1998

Mr. GOODLING. Mr. Speaker, I move to suspend the rules and agree to the conference report on the Senate bill (S. 2206) to amend the Head Start Act, the Low-Income Home Energy Assistance Act of 1981, and the Community Services Block Grant Act to reauthorize and make improvements to those Acts, to establish demonstration projects that provide an opportunity for persons with limited means to accumulate assets, and for other purposes.

(For conference report and statement, see proceedings of the House of October 6, 1998 at page H9680.)

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Pennsylvania (Mr. GOODLING) and the gentleman from Missouri (Mr. CLAY) each will control 20 minutes.

The Chair recognizes the gentleman from Pennsylvania (Mr. GOODLING).

GENERAL LEAVE

Mr. GOODLING. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on S. 2206.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Pennsylvania?

There was no objection.

Mr. GOODLING. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in support of the conference report on S. 2206, the Coats Human Services Reauthorization Act of 1998 named after the retiring Senator from Indiana.

I would like to take this opportunity to recognize Senator DAN COATS, not only for his remarkable efforts on what will be known as the Coats Human Services Act of 1998, but for his years of service and dedication to education and human services issues. He has been a staunch and compassionate advocate for children. We will miss his insight and wisdom that are reflected in dozens of laws that have and will continue to have positive impact on the lives of millions of American families.

I want to express my sincere appreciation to the members of the conference committee for their diligent efforts to resolve the differences between